

ESL Teachers' and Students' Experience of Online Learning via Microsoft Teams

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ABSTRACT

This paper investigated how teachers and students of English as a Second Language view the effectiveness of Microsoft Teams for remote and online learning. This research employed descriptive survey and qualitative methods, which involved a questionnaire and an interview for data collection. Teachers and students of English as a Second Language were surveyed and interviewed about their perceptions of Microsoft Teams' usefulness. Frequencies and percentages were employed as statistical methods for the study. The results revealed that teachers and students have positive perceptions of Microsoft Teams. In an online class, Microsoft Teams optimally supports and favors the learning environments of students. In addition, the findings indicate that Microsoft Teams is an effective virtual learning platform due to its quality, user friendliness, and functionalities. Teacher participants perceived that the tool played an important role in promoting interactive learning and receiving and providing feedback.

INTRODUCTION

The global coronavirus pandemic has halted all economic and social activity. The coronavirus, also known as COVID-19, was first discovered in China, and rapidly spread to nearly every country in the world. As a result of the COVID-19 pandemic, a significant portion of the educational sector, which is an essential sector of society, has been closed. This has resulted in numerous problems for teachers and students at all levels. (Consulting, 2020) affirms that since its outbreak in late December 2019, COVID-19 has wreaked havoc across the world, and like any critical sector, education has been hard hit. Students, schools, colleges, and universities have been deeply impacted. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), over 800 million learners from around the world have been affected, 1 in 5 learners cannot attend school, 1 in 4 cannot attend higher education classes, and over 102 countries have ordered nationwide school closures while 11 have implemented localized school closures. In China, almost all schools have online classes so that students' learning does not stop. Every school considers different social platforms to deliver lessons remotely.

Internet connectivity has become crucial in the era of globalization for enhancing economic, cultural, military, and other human activities (Fallows, 2004). Allen & Seaman (2017) found that approximately six million students participated in at least one online higher education course in 2015, compared to only one and a half million in 2002. In the era of globalization, technology can enhance human life, including in the field of education. Utilizing technology, teaching, and learning activities can now be conducted not only in schools but also over great distances. According to the World Bank data as of April 3, 2020, over 1.5 billion children are out of school with over 85% of countries mandating the closure of schools due to the COVID-19 pandemic. Various countries have adopted different strategies for teaching and learning in the bid to assist students who are out of school within the period the schools would remain closed. This calls for remote learning in order not to put teaching and learning to a halt. Innovative e-learning and learning management system (LMS) tools for teaching, learning, and evaluation have made great strides in providing educators with usable solutions and enhancing their ability to utilize information technology during the lockdown. Most schools are adopting the use of educational technology (EdTech) to deliver and support remote learning in nearly every instance. Most online learning systems, such as (Learning Management Systems, Video Conferencing), are deployed in middle- and high-income environments, although some are adopting other broadcast media, such as television, to supplement their delivery. Within countries, however, the demand for distance education has also created stark digital divides (World Bank, 2020).

The effects of modern information technology are expanding rapidly, and schools incorporate ICTs into their daily educational activities, particularly the educational process. Innovative new technologies, including Microsoft Teams and Zoom, among others, become practical and efficient (Seyal, et.al, 2015). This means that students can attend classes whenever and wherever they are scheduled, as they are not required to attend a physical class. Additionally,

students can learn face-to-face through a variety of channels (television, internet), tutors, and classrooms (Bielaczyc, 2006). Academics, institutions of higher education, secondary schools, and even elementary schools have adopted ICT systems such as Microsoft Teams, Moodle Platforms, and other Learning Management Systems (LMS) over time, especially during this COVID-19 pandemic period. This has resulted in a diversified education system that includes distance learning, online courses, tests, and traditional lectures and tutoring. Most Chinese schools have invested in the provision of resources and technology to prevent disruptions to teaching and learning during the duration of pandemic-related restrictions.

During this COVID-19 pandemic, many remote learning concerns in the education sector have centered on how teachers incorporate new technology into their lessons to engage students in their various homes. During the pandemic, Microsoft Teams, Moodle, and Zoom are among the ICT platforms used to instruct students. Microsoft Teams is a collaborative platform that includes document sharing, online meetings, and numerous other features that could be useful for distance education. When the learner and instructor are separated by distance and therefore unable to meet in a traditional classroom setting, remote learning occurs. Through a flexible, customizable, and accessible learning space, it is possible to provide students with resources that would otherwise be unavailable during school closure. In addition to streamlining the process for continued education, remote learning aims to keep school communities connected. Although remote learning has the same social dynamics as online delivery, its implications are distinct in that learners rely on the facilitator to bridge the physical distance that separates the participants and ensure that the content does not feel static and distant. Consequently, one of the considerations when working remotely with students would be to utilize web applications that support synchronous and asynchronous engagements. Access to bandwidth, computer access, and students' emotional states would be additional factors to consider.

In English Language Teaching, ESL teachers provide students with integrated skills in listening, speaking, reading, and writing by implementing a variety of methods or strategies to increase student motivation and participation in the teaching and learning process. The objective of English language instruction in school is to improve students' oral and written language skills. Depending on the personality and needs of their students, ESL teachers may employ a variety of instructional strategies in the classroom. The methods engage students in the learning process, improve their language skills, and foster the development of their critical thinking abilities. Utilizing online learning is among the most effective strategies. The autonomy and self-discipline of the learners are bolstered by online learning, which furthers their educational progress (Zayapragassarazan, 2020). In sum, online learning is intended to promote student engagement, motivation, self-discipline, and autonomy in an online learning environment.

Several previous studies have measured the level of student satisfaction with their interactions and learning environment. According to Fortune et al. (2011), the dimensions of online learning cover learning environment, face-to-face, technology, learning, preferences, and collaboration. Meanwhile, Gray & DiLoreto (2016) confirm that the appropriate dimensions of online learning are course structure/organization, learner interaction, student engagement, instructor presence, and student satisfaction. Hence, in this study, student interaction as well as the learning environment in online learning are measured. Moreover, teachers' perceptions of the effective use of Microsoft Teams are considered. Considering the foregoing explanations, the researcher is interested in conducting this study to investigate ESL teachers' and students' perceptions of online learning via Microsoft Teams.

LITERATURE REVIEW

Online Learning

Online learning consists of learning resources that can be accessed using a technological device (Carliner, 2004), and it is an updated version of distance learning (Benson, 2002). Online learning can be used synchronously, asynchronously, and both (Moore, et al, 2011). Ally, M (2008) listed some of the benefits of online learning for both students and teachers. Students can access online learning materials whenever and wherever they want. Students can also access current and new instructional resources through the Internet. Teachers, on the other hand, can teach at any time and from any location. It now takes little effort to provide data that is appropriate for the needs of students. However, some authors claim that the effectiveness of online learning varies across academic institutions around the world. And that it is less effective in areas that are accustomed to traditional (face-to-face) learning than in areas that are technologically advanced (Basilaia & Kvavadze, 2020; Salam et al., 2017). Institutions have shifted from traditional face-to-face learning to online learning for education to continue during this time of the pandemic. Whereas this type of learning environment has advantages and disadvantages for both students and teachers. Students and teachers, however, must adapt to this type of learning today.

Microsoft Teams as a Learning Management System

Microsoft Teams is a cloud-based app hub that integrates discussions, meetings, files, and applications into a single LMS (Learning Management System) (Microsoft, 2018). Several schools have adopted Microsoft Teams to streamline the remote learning process. Microsoft Teams is widely speculated to significantly improve teaching and learning, teachers' ability to grade and monitor student assignments, classroom organization, and teacher-student interaction (Alameri, J.,et.al, 2020). According to a study conducted by Juanis (2020), for students to be enthusiastic about online learning, the online learning tool that they are using must be familiar to them. Furthermore, the findings of other studies indicate that students are enthusiastic about using the app (Wea & Kuki, 2021). According to Gayathri (2020), Microsoft Teams is a useful e-learning platform and the most popular online learning tool that can be used for both

online and blended learning. Teachers and students must be trained for Microsoft Teams to be utilized effectively for learning. Lu (2010) also noted that teachers' and students' use of Microsoft Teams platforms may be influenced by self-efficacy, age, training, and internet accessibility. Also, physical, and psychological aspects of the Microsoft Teams environment may either promote or inhibit the students' learning attitude and performance. In addition to the technological tools, these and other social factors have an impact on the shared values between students and teachers in remote learning.

Functionalities of Microsoft Teams

According to studies, the factors or elements that affect Microsoft Teams' usefulness are its functionality or usability and learning convenience (Fatani, 2020; Landrum et al. 2020). For the purposes of this study, functionality is defined as the ability to be adapted or designed for actual use. Research shows that digital tools for teaching and learning have uniqueness, attractiveness, ease of use, user-friendliness, visuality, and access to digital resources. Online learning's ease of use and user-friendliness suggest that students can listen to and review online lectures and materials several times to better understand a topic (Taghizadeh & Hajhosseini, 2020). This suggests that integrating a learning platform requires usefulness and student satisfaction with its features (Fatani, 2020; Gray & DiLoreto, 2016; Lowenthal & Dennen, 2017).

A Tool for Interactive Learning

The interaction in an online learning environment is virtual and not face-to-face (Landrum et al., 2020; Smith et al., 2019). These interactions occur with diverse resources, devices, students, and lecturers. Microsoft Teams' interactive learning environment is associated with facilitating group work, discussion, the development of soft skills, and assignment completion (Janes & Carter, 2020). Microsoft Teams is arguably an interactive tool due to its audio, video, chat, and content-sharing capabilities, which enable students to easily complete homework assignments, quizzes, group projects, and lecture recordings (Nemec, Berkova, & Hubalovsky, 2020). Evidence from research projects suggests that interactions between students and their content can affect how satisfied students are with their virtual learning environment (Taghizadeh & Hajhosseini, 2020).

A Tool for Collaboration and Feedback

Microsoft Teams has been described as an open virtual platform suitable for in-person, blended, and online learning that enables real-time social and educational interaction and collaboration in a scholarly article (Poston, Apostel & Richardson, 2020). It is asserted to support both synchronous and asynchronous learning and enable teachers to set up an online class (team) where they can interact and work together with students (Nemec et al., 2020). According to research, Microsoft Teams not only facilitates communication, but also improves communication between students and teachers and enhances student collaboration within an online community (McVey, Edmond, & Montgomery, 2019).

In conclusion, several of the aforementioned studies served as the foundation for the research presented here. Specifically, the review covered some of the most important features made possible by Microsoft Teams, including functionality, interactive learning, collaborative knowledge building, and feedback.

Research Questions

This study aims to examine the teachers' perspectives on the usefulness of Microsoft Teams and to measure student interaction as well as the learning environment in online learning.

METHODOLOGY

The descriptive mixed method design was used in the present study. *Descriptive research* can be defined as the purposeful process of collecting, analyzing, classifying, and tabulating data about prevalent conditions, practices, beliefs, strategies, trends, and cause-and-effect relationships, followed by an adequate and accurate interpretation of such data with or without the use of statistical methods (Calderon & Gonzales, 2014, pp. 61-62). In this approach, quantitative instruments were used to measure the perception of teachers and students in the use of Microsoft Teams in online learning. At the same time, this study utilized a qualitative method of research for the treatment of data, which includes the collection of non-numerical data from teacher participants through interviews.

After finishing their class, 30 Year 3 students at the Canadian Trillium College - Xian Dai Campus were selected by convenience and purposive sampling and were required to complete a questionnaire. In convenience sampling, participants are included in the study because they happen to be in the right place at the right time (Burns & Grove, 1998, p.217; Polit & Hungler, 1999, p.305). Purposive sampling refers to judgmental sampling that involves the conscious selection by the researcher of certain participants to include in the study (Burns & Grove, 1998, p.750). A questionnaire survey was administered and gathered to know the result of students' perceptions. The questionnaire was used to describe students' perceptions of online learning from two different perspectives: interaction and learning environment. Using the questionnaire, information was obtained from the students. The questionnaire was adopted to assess how English students perceive online learning. The questionnaire comprises 16 items of 2 dimensions. Gray (2016) developed the student interaction dimension, while Fortune (2011) developed the learning environment.

The questionnaire contained a 16 five-point Likert format: (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly Disagree which was distributed to know the students' perception in the English online class. The students responded to the questionnaire once. All the responses were collected online through the Microsoft Forms website. The data obtained from the questionnaire are presented in the form of tables to determine the tendency of students' perceptions regarding interaction and learning environment in online learning via Microsoft Teams.

On the other hand, for the teacher participants, three colleagues of the researcher were asked to complete the questionnaire. The researcher distributed the adopted questionnaire via Microsoft Forms. The questionnaire was developed by Buchal and Songsore (2018). They were asked to participate in an interview after completing the survey questionnaire.

RESULTS AND DISCUSSIONS

The descriptive data (see Table 1-5) are presented here in a narrative style under five thematic headings.

Table 1. Perception of Students' Interaction in Online Learning via Microsoft Teams

Variables	M	SD
1. Online learning makes me easier to interact with the lecturer.	4.467	0.776
2. Interaction with lecturers becomes closer to online learning.	4.300	0.952
3. Expressing the problems faced in online learning to the lecturers is more comfortable than face-to-face.	4.100	0.995
4. Miscommunication between lecturers and students often happens in an online class.	3.267	1.507
5. Online lecture makes interactions between students easier.	4.133	1.137
6. Interaction between students becomes closer in online class.	3.767	1.251
7. Miscommunication between students often occurs in online classes, for example in conducting the paper of presentation in the group.	3.367	1.326
8. Overcoming complications between students becomes easier in online learning, for example in completing the group paper.	4.100	1.125
Weighted Mean	3.937	

Legend: 4.50-5.00 Strongly Agree; 3.50-4.49 Agree; 2.50-3.49 Neutral; 1.50-2.49 Disagree; 1.00-1.49 Strongly Disagree

Based on the table above (Table 1), it is evident that students have a perception of agreeing (M= 3.937) if their interaction during online learning helps them in studying. This is proven by several reasons after they gave their response to the questionnaire.

Students agree that online learning makes it easier to interact with the lecturer (M=4.47). They also agree that interaction with lecturers becomes closer to online learning (M=4.30). Despite the difficulties encountered by both teachers and students, they claimed that there is an interaction between them and the teachers during online classes. This was made possible by the excellent features offered by Microsoft Teams. From the responses for item 2, it can be said that even though the classes were held online, closer interaction with teachers is possible by using the Microsoft Teams platform.

Most students responded agree with the ($M=4.10$) to the variables expressing the problems faced in online learning to the lecturers is more comfortable than face-to-face and overcoming complications between students becomes easier in online learning. In the case of Xian Dai students, who are emergent English language learners, they can express more of their course problems online. In response to the statement that online lecture makes interactions between students easier and interaction between students becomes closer in an online class, they responded positively with means ($M=4.13$) and ($M=3.77$) respectively. This is possible due to the numerous features available to Microsoft Teams users.

The data revealed that variable miscommunication between lecturers and students often happens in an online class and miscommunication between students often occurs in online classes got the two lowest means with ($M=3.28$) and ($M=3.37$) respectively. This occurs because students will rely heavily on what teachers say during online classes as well as materials and instructions provided via chat. Because online classes are limited, students do not have the luxury of time to clarify some issues with their teachers during live meetings. This supports the statement of Rojabi (2020) that miscommunication happens in a virtual classroom because students and teachers only interact virtually through oral and written English, such as through chat discussions on Microsoft Teams and WeChat groups, and it frequently leads to miscommunication because there is no direct face-to-face communication.

Concerning student interaction with the learning environment in online learning, it can be argued that student interaction is also beneficial in supporting students in online learning. Lin and Lin (2015) confirm that both student-student and teacher-student interaction should always be designed to improve communication and discussion of each activity in the teaching and learning process.

Table 2. Perception of Students' Learning Environment in Online Learning via Microsoft Teams

Variables	M	SD
1. The learning environment in an online class helps me understand the materials easier.	4.033	1.217
2. The learning environment in an online class arouses me to learn and understand the materials actively.	3.900	1.213
3. The learning environment in online learning pushes me to take online learning.	3.867	1.074
4. I feel comfortable answering questions in an online class.	4.100	1.094
5. I prefer to learn online to face to face.	3.567	1.331
6. The learning environment in online learning gives me a huge contribution to the study.	3.967	1.033
7. The learning environment in online class makes it easier to find my learning needs.	3.700	1.022
8. I recommend conducting online learning in the future due to the comfortable learning environment.	3.433	1.331
Weighted Mean	3.820	

Legend: 4.50-5.00 Strongly Agree; 3.50-4.49 Agree; 2.50-3.49 Neutral; 1.50-2.49 Disagree; 1.00-1.49 Strongly Disagree

The results of students' perceptions of their learning environment in online learning are shown in Table 2. Students agree that the learning environment during online classes is commendable and promotes positive student learning with a weighted mean of 3.82.

It can be observed from the table that the statements "*I feel comfortable answering questions in an online class*" and "*The learning environment in an online class helps me understand the materials easier*" have the two highest means (M=4.10) and (M=4.03) respectively. It happens because the students feel that online learning could support their learning environment comfortably. For example, in online learning, they can use the Internet to search for answers and other supplementary materials that can help them with their assignments. The majority of ESL students are comfortable completing their worksheets online. Also, students agree that an online class's learning environment arouses them to actively learn and understand the materials with a mean of 3.90. The student's interest in learning increased as they were able to adjust to and become familiar with Microsoft Teams' features. Additionally, they were inspired to actively participate in class discussions and continue learning English when the teacher introduced and provided learning materials, discussions, and fun and meaningful tasks in an online class.

Moreover, the students have responded positively to the idea that the learning environment in online learning gives them a huge contribution to the study (M=3.97) and the learning environment in online learning pushes me to take online learning (M=3.87). Furthermore, students agree that the learning environment in online classes makes it easier to find their learning needs (M=3.70) and they prefer to learn online to face-to-face (M=3.57). Students have more time and can complete tasks more quickly in an online class. Additionally, there is more flexibility because students who miss live classes can still review the lessons that were recorded. Most of them preferred online classes over in-person delivery due to the COVID-19 pandemic threat.

The statement "*I recommend conducting online learning in the future due to the comfortable learning environment*" got the lowest mean of 3.43. Even though the majority of students during the pandemic prefer to study online, this does not support the notion that online classes will be the only delivery method for instruction in the future because students will return to traditional classroom settings after the COVID-19 pandemic.

From the results in the previous page dealing with students' responses towards the learning environment in online learning, it is evident that the learning environment in online learning does support students in learning. In line with this, Radovan & Makovec (2015) confirm that the learning environment plays a crucial role in encouraging students to develop a greater interest in learning. For this reason, the learning environment should foster an inspiring atmosphere and encourage students to pursue a quality education.

Previous research by Peterson et al. (2018) and Martin & Tapp (2019) confirms that synchronous learning has improved student interactions and collaborative learning. As a result, they have complete access to all materials. According to the current findings, 79% of students agreed that online lectures

helped them interact and collaborate. This demonstrates how synchronous learning provides enjoyable activities and tasks that students can complete successfully while also collaborating optimally in online learning.

Table 3. Functionalities of Microsoft Teams that Influence Teachers to Use the Virtual Platform for Online Learning

Variables	M	SD
1. Ideal for remote learning	4.667	0.577
2. Allows us to work independently	4.667	0.577
3. Useful for online delivery of content/lecture	4.000	1.000
4. Useful for sharing resources online	5.000	0.000
5. Confidence in successfully and purposefully using Microsoft Teams	4.000	0.000
6. Supports synchronous and asynchronous communication	4.000	1.000
Weighted Mean	4.389	

Legend: 4.50-5.00 Strongly Agree; 3.50-4.49 Agree; 2.50-3.49 Neutral; 1.50-2.49 Disagree; 1.00-1.49 Strongly Disagree

Table 3 above shows that teachers were confident in Microsoft Teams' efficacy due to their perception of the platform's usability and convenience. The weighted mean of 4.39 indicates that all means were relatively similar and can be interpreted as highly effective. Useful for sharing resources online had the highest rating, and this supports the notion that Microsoft Teams can be a dependable platform for online classes in which teachers provide supplemental learning materials for students. This can be affirmed by the statement of Participant 3 "When the school is closed due to the pandemic, we have opted to keep teaching our students through online classes. By utilizing the Microsoft Teams platform, sharing resources with my colleagues and students is simplified and made more convenient."

Regarding the functionalities of Microsoft Teams, ESL teachers have observed that the application tool is suitable and an essential teaching platform. Participants viewed functionality, or usability, as a combination of convenience and practicality. This result supports previous research indicating that students recommended Microsoft Teams due to its quality, user-friendliness, and tool features (Tomczyk et al., 2020).

Table 4. Teachers' Perceptions of the Usefulness of Microsoft Teams for Supporting Interactive Learning

Variables	M	SD
7. Suitable for interactive learning	4.333	1.155
8. Suitable for discussion	3.667	1.155
9. Suitable for developing soft skills	4.000	1.000
10. Suitable for dealing with assignments	4.000	1.000
11. Suitable for group work	4.000	1.000
Weighted Mean	4.000	

Legend: 4.50-5.00 Strongly Agree; 3.50-4.49 Agree; 2.50-3.49 Neutral; 1.50-2.49 Disagree; 1.00-1.49 Strongly Disagree

Table 4 shows that teachers perceived the tool as being very helpful for group projects, soft skill development, interactive learning, discussion, and handling assignments. Microsoft Teams appears to be a tool for interactive learning, according to the weighted mean of 4.00.

Microsoft Teams appeared to have played a significant role in the student's daily activities, such as interacting with course materials and teachers. This is affirmed by Participant 1 who stated that *"We can communicate to our students through Microsoft Teams. Also, we can work together with students on documents at the same time to give the impression that you are both still in close contact with each other."* Research shows that interaction between students and content can encourage students to use technology (Taghizadeh & Hajhosseini, 2020). The participants' confidence and ability to use the tool for learning showed how they adapted the new technology to their own learning (Engen, 2018).

Table 5. Teachers' Perceptions of the Usefulness of Microsoft Teams for Supporting Collaboration and Feedback

Variables	M	SD
12. Easy to collaborate on discussions/materials related to a lesson/topic	3.667	0.577
13. Supports peer learning	3.000	1.000
14. Usefulness of MS Teams compared to other online collaborative tools	4.000	1.000
15. Ideal for receiving feedback from peers/colleagues	3.333	1.155
16. Ideal for providing feedback and sharing contributions openly	4.000	0.000
17. Ideal for receiving prompt and constructive feedback from lecturer	4.000	1.000
Weighted Mean	3.666	

Legend: 4.50-5.00 Strongly Agree; 3.50-4.49 Agree; 2.50-3.49 Neutral; 1.50-2.49 Disagree; 1.00-1.49 Strongly Disagree

Results show that teachers' perceptions of Microsoft Teams' usefulness as a collaborative feedback tool (Table 5) indicate that Microsoft Teams is useful as a tool for receiving and providing feedback with a mean of 3.66.

The learning platform had been objectified by the ESL teachers, who considered it a tool to be used and manipulated. They did this by taking advantage of its capabilities to deliver lectures and content, manage assignments, and share resources. They believed that technology had improved relationships between colleagues by enabling resource sharing and that it had shortened the gap between students and teachers by, among other things, enabling students to receive feedback from teachers. This finding is consistent with arguments made by recent researchers (for example Lindeman et al., 2021; Nemec et al., 2020; Martin & Tapp, 2019). Teachers were neutral, however, that Microsoft Teams was an effective tool for receiving feedback from peers or colleagues (M=3.33). This is affirmed by Participant 3 who stated *"Although we frequently share resources,*

receiving peer feedback from colleagues is something we rarely do here. I believe this is something we can work on because I think it will benefit us more."

Microsoft Teams domestication entailed conversion or adaptation as the technology influenced ESL teachers to use it as a learning platform. The virtual platform was primarily adapted through its use as a communication tool, such as asynchronous and/or synchronous communication. According to the findings, participants found Microsoft Teams to be extremely useful for communication or discussions, as well as for receiving and providing feedback. This relates to research that suggests that communication and feedback are essential for improving collaboration among students in an online community (Allison & Hudson, 2020; McVey et al., 2019).

Overall, the findings indicate that Microsoft Teams can make an important contribution to remote and online learning, primarily by providing opportunities for interaction and knowledge communication, as well as developing and/or maintaining supportive relationships between students and teachers.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion, it can be concluded that online classes using Microsoft Teams optimally support students' learning environment. The majority of respondents to this study had a favorable opinion of the students' learning environment in an online class. The respondents' favorable evaluation was based on their experience with online learning using Microsoft Teams. In addition, online learning facilitates both student-student and student-teacher interaction.

The three ESL teacher participants, on the other hand, had a favorable opinion of Microsoft Teams as a teaching tool. They confirmed that Microsoft Teams is appropriate for remote and online learning due to its functionality or usability. It is adaptable and provides ESL teachers with digital skills as well as the confidence, motivation, and competence necessary for 21st-century educators. The objectification of the learning platform enabled ESL teachers to manipulate it and exploit its utility in delivering content, dealing with assignments, and sharing resources. Finally, they agreed that Microsoft Teams was appropriate for collaboration and feedback.

Based on the findings and conclusions, it is hoped that educators and school policymakers will have a better basis for deciding whether or not to implement virtual learning platforms such as Microsoft Teams in schools. And in the case of CTC-Xian Dai, the researcher strongly suggested continuing to use Microsoft Teams despite the school's return to the face-to-face mode of learning.

Future research should look into the importance of student interaction and the learning environment in online learning. Further research could widen the teacher and student samples to include a broader range of majors and grade levels. Future qualitative studies could concentrate on students' perceptions, attitudes, and satisfaction with online classes, as well as the advantages of taking online classes through Microsoft Teams. A study on the effectiveness of Microsoft Teams in blended learning is also highly recommended.

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